



**2018-2019  
Annual Report  
Use of Physical Restraint  
in Delaware Public School Districts  
and Charter Schools**

As required under 14 *Del. C.* § 4112F(c)

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## Note to the Reader

The 2018-2019 Annual Report on the Use of Physical Restraint in Delaware Public School Districts and Charter Schools presents detailed information regarding incidents of physical restraint reported from July 1, 2018 through June 30, 2019. Collecting this incident-level data provides the Delaware Department of Education (DDOE) with a comprehensive overview of the number and types of incidents of restraint occurring among different student populations statewide. Data on the use of physical restraint has been collected for five years, therefore historical comparisons and data trends help DDOE target support for districts and charter schools to mitigate areas of concern.

When examining organization-level data and any variances between groups and subgroups, consideration must be given to district and charter restraint activity driven by the necessity to safely secure students from harm, as is the case during incidents of self-injurious behavior or to prevent student elopement from school grounds. Further examination and analysis of these data will assist in informing the direction of DDOE's on-going guidance to districts and charters regarding best practices. Such technical assistance and trainings continue to promote the use of positive behavioral supports and interventions. Delaware maintains its adherence to nationally recognized models of de-escalation and physical restraint training, provide training supports to districts and charter schools on reporting requirements, and reviews and analyzes data.

The DDOE collected data on the reported use of physical restraint from July 1, 2018 through June 30, 2019. The data contained in this report reflects the information provided by all Local Education Agencies (LEAs) in the state of Delaware during the 2018-2019 school year as required by 14 *Del. C.* § 4112F(c). Additionally, 14 *Del. Admin. C.* § 610 Limitation on the Use of Seclusion and Restraint contains the following reporting requirements:

### 7.0 Annual Reporting Requirement

The Department shall issue an annual report on the use of physical restraint, which shall include rates of usage by school and by subcategories identified pursuant to Section 6.0, identify trends, and analyze significant results. The report shall be posted on the Department's website.

<http://www.doe.k12.de.us/domain/167>

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## **Background and Overview**

Title 14, Delaware Administrative Code, Section 610, Limitations on the Use of Seclusion and Restraint set standards and procedures for the use of physical restraint. The regulation prohibits the use of chemical restraint, mechanical restraint, and seclusion; however, the latter two are subject to use if authorized through the DDOE waiver granting process. For more information regarding the waiver granting process. For more information regarding the waiver process, please refer to 14 DE Admin. Code 610.8.0. In addition to permitting and prohibiting uses of restraint and seclusion, this regulation requires training for public school, private program or alternative program personnel, documentation and reporting of incidents of restraint and seclusion, requirements of notification to parents, and waiver procedures for the use of mechanical restraint or seclusion. This regulation provides for the safety of all students in our school system.

As per the regulation, DDOE is required to publish an annual public report on the incidents of physical restraints of students in public schools and private program placements (contracted through local education agencies (LEAs)). The report is to include the following: rates of usage by school and by subcategories of age, race/ethnicity, and disability category, identification of trends, and analysis of significant results.

During the 2018-2019 school year, physical restraints were reported for regular education students and students with disabilities through eSchoolPlus (Delaware pupil accounting system). When a student's behavior(s) presents a significant and imminent risk of bodily harm to self or others necessitating the use of physical restraint, LEAs are required to complete the restraint and seclusion reporting screen in eSchoolPlus. This report must be completed and submitted within 72 hours of the restraint occurrence in a public school setting or within 72 hours from the time the student's LEA receives notification of the restraint from the contracted specialized private or alternative program.

This regulation requires annual staff training in the use of crisis prevention and intervention techniques consistent with nationally recognized training programs. LEAs determine staff members to be trained. The training must include prevention techniques, de-escalation techniques, and positive behavioral intervention strategies and supports. This training should be designed to meet the needs of personnel consistent with their duties and the potential need for emergency safety interventions. Except as provided in 14 Del.C. § 702(c), a student may be physically restrained only by public school personnel, contracted private program personnel or alternative program personnel who have completed training in physical emergency safety interventions.

### Data Collection

During the 2018-2019 school year, the DDOE collected and analyzed data at the incident level for each regular education and special education student reported as restrained. In addition, data were collected on the unduplicated count of students with and without disabilities who were reported as restrained. Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. Collecting incident level data, as well as the unduplicated count of students with and without disabilities who were restrained, provides important information regarding the current use of restraint in Delaware. Collecting both types of data allows analysis to determine if staff are using restraint more frequently as a crisis prevention/intervention technique or if there are select students who present an imminent risk of harm to self and/or others on a more frequent basis.

Instances of physical restraint for the 2018-2019 school year were collected at the incident level from all LEAs in all three counties in Delaware. LEAs include both districts and charter schools. In addition, incidents of reported physical restraints were collected for students placed by LEAs in contracted specialized private programs located both in state and out of state. DDOE also required reporting of any seclusion or mechanical restraint (approved through the waiver process). There were no waivers submitted to the Secretary of Education for mechanical restraint or seclusion for the 2018-2019 school year.

Data were collected via eSchoolPlus. A custom reporting screen collects these data. According to 14 Del. Admin. C. 610, the DDOE collected a number of data elements. The data elements collected for each incident of reported restraint included student behavior and description of events leading to physical restraint; de-escalation techniques used by school personnel prior to the restraint; a description of the student's behavior during the restraint; summary of any witness interviews (if applicable); any injury caused to the student, staff member(s), or other student(s), and any related treatment deemed necessary as a result of the restraint. Demographic information (age, race, ethnicity, and disability category) was also included on identified students. Additional elements LEAs provided, as appropriate, included a description of the interview conducted with the student, whether changes were made to the student's Individualized Education Program (IEP) or Behavior Support Plan, as well as program procedures and staff training changes related to the specific incident.

In addition to the regulation reporting requirements, the DDOE collects additional data elements via eSchoolPlus, including the date and time of the action, action duration in minutes, if a crisis response team was involved, whether staff involved in the restraint were trained in non-violent de-escalation/restraint techniques, and parent/guardian notification information. The DDOE continues to track all of these elements, as well as type of school. County, district, and school level data from 2018-2019 are provided in graphic form in Appendix A. Comparisons of the 2016-2017, 2017-2018 and 2018-2019 school years data are provided in Appendix B.

## **Data Monitoring**

Several audits were applied to ensure data integrity. The data were reviewed to identify data reporting inconsistencies. In addition, the DDOE continues to ensure accurate reporting practices through the following protocols:

### ***Discipline Report Verification***

The DDOE conduct review of the discipline report for words that may be synonymous to “restraints” (e.g. hold, held, restrained, restraint etc.). DDOE then verifies that if it is recorded in the discipline report, there is a corresponding report of the restraint in the restraint reporting system. If a school reports a restraint in the discipline report but it is not also recorded in the restraint reporting system, an email is sent to the school climate and discipline contact in the district/charter informing them that the restraint must be entered or clarification as to why this was not considered a restraint must be provided within 5 business days.

If the information is not entered or clarified within 5 business days, a letter is then sent to the school climate and discipline contact and copied to the Superintendent indicating that the information must be entered within 5 business days.

If the information is still not entered within the required timeframe, a letter is sent to the Superintendent/Board of Directors indicating that the district/charter must engage in professional development, regarding the policies and procedures of restraint reporting. Once the information is entered and verification that professional development was completed, a close out letter is sent to the Superintendent/Board of Directors.

Of the 64 incidents flagged as a non-report of student physical restraint in 2018-2019, 60 (94%) have been entered or clarification was provided by the LEA as to why the incident was not recorded as student physical restraint. The four (4) outstanding non-reported restraints could not be entered by school personnel since the students had withdrawn to another school and the school of origin for the restraint no longer had add rights to each student's DOE Restraint/Seclusion Reporting screen. Of the 76 incidents needing clarification, 74 (97%) have been addressed by the appropriate school personnel. Of the 32 discipline incidents needing updating, 31(97%) have been corrected to indicate that student physical restraint occurred as part of the discipline incident.

### ***Interagency Collaborative Team (ICT) Files Verification***

The Interagency Collaborative Team (ICT) is composed of Directors or their designees of various divisions of state agencies, including but not limited to, the Delaware Department of Education; Department of Health and Social Services; Department of Services for Children, Youth, and their Families; Office of Controller General; and the Office of Management and Budget. This team reviews LEA requests for support for placements of children with disabilities in need of Unique Educational Alternatives because the LEAs cannot address these students’ needs with existing resources and programs. Unique Educational Alternatives include but are not limited to private residential placements and private day programs (14 DE Admin. Code 929.3.0).

On a quarterly basis, DDOE reviews student records for youth placed in approved in-state programs to verify that incidents of restraint are reported. Records are also reviewed for students placed in approved out of state ICT programs. If a restraint is not recorded, an email is sent to ICT Coordinator/Special Education Director indicating the information must be entered within 5 business days.

If the information is not entered within the required timeframe, a letter is sent to the Superintendent /Head of School indicating the district/charter school must engage in professional development regarding policies and procedures of restraint reporting for ICT students.

Once information is entered and verification that professional development was completed, a close out letter is sent to the Superintendent/Head of School.

This process has positively impact on accurate and timely reporting to LEAs and DOE, as appropriate. There has been a decrease in number of inconsistencies in each concurrent year since initiation of this procedure.

### ***Supports Provided for LEAs***

Given the extensive amount of data collection required by the LEAs and the contracted specialized private programs, the DDOE provides support through multiple trainings and technical assistance as needed. The DDOE provided training on 14 DE Admin. Code 610 during the annual School Climate and Discipline summer professional development session. DDOE provided professional development related to positive behavioral supports to LEAs through more than 11 DE-PBS trainings focused on multi-tiered systems of behavior support. Additionally, there are self-directed modules in Schoology that address Bullying, Student to Student Relationships, Teacher to Student Relationships and School-wide Engagement.

Under 14 DE Admin. Code 610.4.2 the DDOE also provides a training webinar on how to report restraints via eSchoolPlus. This webinar is provided through the DDOE Professional Development Management System (PDMS) and updated as needed to include helpful information gleaned from review and analysis of incident data entered in the previous school year. Of 2,216 individuals registered, 1,960 (88%) completed the webinar training in 2018-2019.

## Definitions and Concepts

**“Alternative Program”** means a program established pursuant to 14 Del.C. Ch. 16.

**“Chemical restraint”** means a drug or medication used on a student to control behavior or restrict freedom of movement that is either not medically prescribed for the standard treatment of a student’s medical or psychiatric condition or not administered as prescribed. (Authority: 14 Del.C.§4112F(a)(1)).

**“Mechanical restraint”** means the application of any device or object that restricts a student’s freedom of movement or normal access to a portion of the body that the student cannot easily remove. “Mechanical restraint” does not include devices or objects used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which they were designed and, if applicable prescribed, including the following:

- restraints for medical immobilization;
- adaptive devices or mechanical supports used to allow greater freedom of movement stability than would be possible without use of such devices or mechanical supports;
- vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- instruction and use of restraints as part of a criminal justice or other course; or
- notwithstanding their design for other purposes, adaptive use of benign devices or objects, including mittens and caps, to deter self-injury.

(Authority: 14 Del.C.§4112F(a)(2))

**“Physical restraint”** means a restriction imposed by a person that immobilizes or reduces the ability of a student to freely move arms, legs, body, or head. “Physical restraint” does not include physical contact that:

- helps a student respond or complete a task;
- is needed to administer an authorized health-related service or procedure; or
- is needed to physically escort a student when the student does not resist or the student’s resistance is minimal.

(Authority: 14 Del.C.§4112F(a)(3))

**“Private program”** means a non-public school or program contracted by a school district or charter school.

**“Seclusion”** means the involuntary confinement of a student alone in a room, enclosure, or space that is either locked or, while unlocked, physically disallows egress. The use of a “timeout” procedure during which a staff member remains accessible to the student shall not be considered “seclusion.” (Authority: 14 Del.C. §4112F(a)(5))

**“Timeout”** means a behavior management technique in which, to provide a student with the opportunity to reflect or regain self-control, a student is separated from others for a limited period in a setting that is not locked and the exit is not physically blocked by furniture, closed door held shut from outside, or other inanimate object.

(Authority: 14 Del.C.§4112F(a)(6))

## Summary

Since the inception of this reporting protocol as part of Title 14, Del.Admin.C.§610, Limitations on the Use of Seclusion and Restraint. Upon analysis of patterns and trends of both annual and historical data, DDOE has and will continue to revise training and reporting forms to ensure accuracy of data and ease of reporting for program personnel.

During the 2018-2019 school year, 2,901 incidents of physical restraint were reported. Appendix A details the rate of usage of physical restraint procedures at the county, district, and school levels. Findings include:

- A greater percentage of students with disabilities (78%) were restrained as compared to regular education students (22%). This represents a 2% shift from the 2017-2018 school year, with more regular education students being restrained in 2018-2019 than the previous year.
- A greater percentage of males (81%) were restrained compared to females (19%). These percentages have remained consistent for the past three years.

The DDOE requests districts and charter schools submit a copy of their policies, procedures, training requirements, and any other supporting documentation related to the use and reporting of restraint and seclusion.

### **Historical Perspective:**

The DDOE has collected data related to the use of physical restraint procedures for five years, beginning in the 2014-2015 school year. Data and reporting have become more complete in the subsequent four years. A comparative review of the 2017-2018 and 2018-2019 data provided the following information that will guide future DDOE professional development and ongoing technical assistance planning.

- There was an 8% increase in incidents reported.
- There was a 3.5% decrease in the number of unduplicated students physically restrained.
- There was 2% increase in Black/African American students who were restrained; the percentage of Hispanic students requiring physical restraint decreased by 2%, while the percentage of white students requiring physical restraint increased by 1%.
- There was a 2% increase in incidents reported of 10 minutes or more, while shorter restraint durations of less than-or-equal-to 5 minutes decreased by 7%.
- The percentage of students in special schools and elementary schools requiring physical restraint remained virtually unchanged since 2016-2017. However, since 2015-2016, the percentage of students in special schools requiring physical restraints has decreased annually and 14% overall, while students requiring physical restraint in elementary schools has increased annually and 6% overall.

- Restraint reports for in-state private programs increased by 3%; restraint reports for out-of-state private programs increased by 5%.

## **Recommendations**

- DDOE will continue to monitor, via the Discipline Report Verification and ICT Files Verification processes.
- Through the Delaware Positive Behavior Support Project, the DDOE will continue to provide technical assistance on multi-tiered systems of behavior support. In addition, the DDOE will update and expand, as appropriate, training materials on Schoology that focus on the following topics: functional behavior assessment, data collection, behavior support plan development, and progress monitoring and evaluation. DDOE will work with LEAs to utilize this information to enhance their multi-tiered systems of support and focus efforts on providing antecedent modifications, teaching alternative skills, teaching coping strategies and communication skills, and implementing de-escalation techniques.
- DDOE will continue to provide training and technical assistance on restraint reporting via the School Climate and Discipline Summer Professional Development and Special Education Leadership Meetings. DDOE also makes available a Cognos detail report that LEAs can utilize to review and analyze their own restraint reporting data.
- DDOE will continue to provide training to administrators related to requirements of second level of reporting for discipline reports involving physical restraints of students.
- Beginning in 2016-2017, DDOE instituted an additional practice when a student has been restrained 50 or more times within a reporting year. DDOE will notify the LEA and encourage the school staff to access the technical assistance tools in Schoology. If the student/s receive special education services, the notification will encourage the IEP team to review the current IEP and determine if additional supports are necessary.
- DDOE will review the reporting forms to explore potential revisions for accuracy and efficiency of reporting for program personnel.

## Student Demographics Unduplicated Counts of Student Restraints Disaggregated by Subgroup

The tables below represent the ethnicity, gender, age, and disability category of students who received restraint procedures during the 2018-2019 school year. *Please note that the numbers represent the total number of unduplicated students.* Unduplicated student count means that each student is counted only once, although he/she may have had more than a single incident reported. The data presented in all tables represents the time period from July 1, 2018 through June 30, 2019.

Please note the following suppression rules for all tables:

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

**Table 1. Race and Ethnicity**

	Number of Students Restrained	Percentage of All Students Restrained
Two or More Races	45	5%
Black or African American	439	52%
American Indian/Alaskan Native	-	<5%
Asian	-	<5%
Hawaiian/Pacific Islander	-	<5%
Hispanic	77	9%
White	278	33%
<b>Total</b>	<b>849</b>	<b>100%</b>

Table 1 displays the race/ethnicity of students who received restraint procedures. Of students requiring physical restraint intervention, 52% were Black or African American, 33% were White, and 9% were Hispanic.

**Table 2. Gender**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
Male	691	81%
Female	158	19%
<b>Total</b>	<b>849</b>	<b>100%</b>

Table 2 displays the gender of all students who received restraint procedures. Of those restrained, 81% were male and 19% were female.

**Table 3. Age**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
3-5	29	<5%
6-8	248	29%
9-11	250	29%
12-14	167	20%
15-17	104	12%
18-21	51	6%
<b>Total</b>	<b>849</b>	<b>100%</b>

Table 3 displays the age ranges of all students who were restrained. The data indicates that 29% of those restrained were ages 6-8 and 29% were ages 9-11. Lower percentages of those restrained were ages 3-5 (3%) and 18-21 (6%). Please note, ages were calculated as of December 31, 2018.

**Table 4. Disability Category**

	<b>Number of Students Restrained</b>	<b>Percentage of All Students Restrained</b>
Regular Education Students	185	22%
100 (Mild Intellectual Disability)	19	<5%
200 (Emotional Disability)	209	25%
300 (Learning Disability)	46	5%
400 (Moderate Intellectual Disability)	21	<5%
500 (Severe Intellectual Disability)	-	<5%
601 (Other Health Impairment)	85	10%
700 (Hearing Impairment)	-	<5%
1000 (Autism)	213	25%
1100 (Deaf - Blind)	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%
1300 (Traumatic Brain Injury)	-	<5%
1400 (Developmental Delay)	61	7%
1600 (Preschool Speech Delay)	-	<5%
Not Reported (N/R)	-	<5%
<b>Total</b>	<b>849</b>	<b>100%</b>

Table 4 displays the number of students restrained that were regular education students, as well as the number of student within each special education disability category. Of the students identified in incident reports, 78% had an identified disability.

## Total Number of Reported Incidents of Physical Restraint

The following tables include duplicated counts of physical restraint. That is, single students are represented multiple times in the counts below.

Note that in some cases, students demonstrated multiple episodes of behavior across a continuous interval of time without a break. The DDOE added an additional field titled Consecutive Restraint Count to remove the need to enter numerous incident reports when a student is restrained multiple times without a break of ten minutes or more between restraint actions.

**Table 5. Reason for Physical Restraint**

Imminent Risk of Harm to:	Number of Physical Restraints	Percentage of All Physical Restraints
Others	675	23%
Self and Others	1961	68%
Self	265	9%
<b>Total</b>	<b>2901</b>	<b>100%</b>

Table 5 displays the reason for which physical restraint was a necessary intervention. The reason for using physical restraint was higher when the student’s behavior posed an imminent risk of harm to both the student and others (68%).

**Table 6. Physical Restraint Duration**

	Number of Physical Restraints	Percentage of All Physical Restraints
≤ 2 minutes*	1022	35%
3-5 minutes	768	26%
6-9 minutes	286	10%
≥ 10 minutes	735	25%
Not Reported (N/R)	90	3%
<b>Total</b>	<b>2901</b>	<b>100%</b>

Table 6 displays the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes (61%).

**Table 7. Time of Day**

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
AM	1496	52%
PM	1398	48%
Not Reported (N/R)	7	0%
<b>Total</b>	<b>2901</b>	<b>100%</b>

Table 7 displays the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening.

**Table 8. Physical Restraints per Month\***

	<b>Number of Physical Restraints</b>	<b>Percentage of All Physical Restraints</b>
July	64	2%
August	38	1%
September	364	13%
October	421	15%
November	237	8%
December	203	7%
January	268	9%
February	305	11%
March	365	13%
April	246	8%
May	310	11%
June	80	3%
<b>Total</b>	<b>2901</b>	<b>100%</b>

Table 8 displays the number of physical restraints that occurred during each month.

## Appendix A

### Statewide

<b>New Castle County</b>	1942
<b>Kent County</b>	432
<b>Sussex County</b>	508
<b>Charter Schools</b>	19
<b>Total</b>	<b>2901</b>

**New Castle County**

**Appoquinimink School District**

Early Childhood Centers	Number of Physical Restraints
Appoquinimink	-
Cedar Lane	-
Spring Meadow	-
Townsend	-
Elementary Schools	
Brick Mill	21
Bunker Hill	19
Cedar Lane	67
Olive B. Loss	-
Old State	16
Silver Lake	-
Townsend	-
Middle Schools	
Everett Meredith	-
Louis L. Redding	-
Alfred G. Waters	-
High Schools	
Appoquinimink	-
Middletown	-
<b>Total Physical Restraints</b>	<b>155</b>
<b>Total Number of Students</b>	<b>56</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	24
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	24
<b>Total</b>	<b>56</b>

Age Range	Number of Students Restrained
3-5	-
6-8	30
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>56</b>

Gender	Number of Students Restrained
Male	45
Female	-
<b>Total</b>	<b>56</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	17
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	16
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>56</b>

**Brandywine School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Charles W. Bush	-
<b>Elementary Schools</b>	
Carrcroft	-
Claymont	-
Forwood	-
Hanby	-
Harlan	-
Lancashire	-
Lombardy	-
Maple Lane	-
Mount Pleasant	103
<b>Middle Schools</b>	
P.S. duPont	-
Springer	-
Talley	-
<b>High Schools</b>	
Brandywine	-
Concord	-
Mount Pleasant	-
<b>Special Programs</b>	
Brandywine Community	-
Brandywine SITE School	-
<b>Total Physical Restraints</b>	162
<b>Total Number of Students</b>	55

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	35
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	55

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	22
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	55

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	50
Female	-
<b>Total</b>	55

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	16
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	55

### Christina School District

Early Childhood Centers	Number of Physical Restraints
Christina	-
<b>Elementary Schools</b>	
Bancroft	-
Henry M. Brader	-
Brookside	-
John R. Downes	-
Elbert-Palmer	-
Albert H. Jones	-
Robert S. Gallaher	-
William B. Keene	-
Mary B. Leasure	18
R. Elisabeth Maclary	-
Thurgood Marshall	-
Joseph M. McVey	17
William A. Oberle, Jr.	-
Casimir Pulaski	-
Jennie E. Smith	-
Frederick Douglass Stubbs	-
West Park Place	-
Etta J. Wilson	-
<b>Middle Schools</b>	
Bayard	-
Gauger-Cobbs	29
George V. Kirk	-
Shue-Medill	-
<b>High Schools</b>	
Christiana	-
Glasgow	-
Newark	-
<b>Special Schools</b>	
Brennen	567
Delaware School for the Deaf	-
J. H. Douglass	-
Sarah Pyle Academy	-
<b>Special Programs</b>	
Alternative Programs	-
Networks	-
REACH Program	-
<b>Total Physical Restraints</b>	750
<b>Total Number of Students</b>	193

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	98
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	23
White	63
<b>Total</b>	193

Age Range	Number of Students Restrained
3-5	-
6-8	44
9-11	46
12-14	45
15-17	30
18-21	20
<b>Total</b>	193

Gender	Number of Students Restrained
Male	151
Female	42
<b>Total</b>	193

Disability Category	Number of Students Restrained
Regular Education Students	26
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	33
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	103
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>193</b>

**Colonial School District**

<b>Early Childhood Centers</b>	<b>Number of Physical Restraints</b>
Colonial Early Education Program	-
<b>Elementary Schools</b>	
Carrie Downie	-
Castle Hills	29
The Colwyck Center	-
Harry O. Eisenberg	-
New Castle	-
Pleasantville	20
Southern	51
Southern ILC	162
Kathleen H. Wilbur	-
Wilmington Manor	-
<b>Middle Schools</b>	
George Reed	-
Gunning-Bedford	-
Calvin R. McCullough	-
<b>High Schools</b>	
William Penn	-
<b>Special Schools</b>	
John G. Leach	-
The Wallace Wallin School	-
<b>Total Physical Restraints</b>	<b>325</b>
<b>Total Number of Students</b>	<b>108</b>

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	67
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	22
<b>Total</b>	<b>108</b>

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	38
9-11	41
12-14	16
15-17	-
18-21	-
<b>Total</b>	<b>108</b>

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	95
Female	-
<b>Total</b>	<b>108</b>

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	28
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	37
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Not Reported (N/R)	-
<b>Total</b>	<b>108</b>

### New Castle County Vocational Technical School District

High Schools	Number of Physical Restraints
Delcastle Technical	-
Paul M. Hodgson Vo-Tech	-
Howard High School of Technology	-
St. George's Technical	-
<b>Total Physical Restraints</b>	<b>2</b>
<b>Total Number of Students</b>	<b>2</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>2</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>2</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>2</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>2</b>

### Red Clay School District

Elementary Schools	Number of Physical Restraints
Austin D. Baltz	-
Brandywine Springs	-
William F. Cooke Jr.	-
Forest Oak	-
Heritage	-
Highlands	48
William C. Lewis Dual Language	54
Linden Hill	-
Marbrook	-
Anna P. Mote	-
North Star	-
Richardson Park	-
Richey	-
Evan G. Shortlidge	-
Warner	-
Middle Schools	
Alexis I. duPont	-
Cab Calloway School of the Arts	-
Conrad School of Sciences	-
Henry B. duPont	-
Skyline	-
Stanton	-
High Schools	
Alexis I. duPont	-
John Dickinson	-
Thomas McKean	-
Special Schools	
First State	-
Meadowood	28
Richardson Park Learning Center	-
Total Physical Restraints	215
Total Number of Students	86

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	51
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	16
Total	86

Age Range	Number of Students Restrained
3-5	-
6-8	27
9-11	23
12-14	20
15-17	-
18-21	-
Total	86

Gender	Number of Students Restrained
Male	73
Female	-
Total	86

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	21
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	18
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>86</b>

## Kent County

### Caesar Rodney School District

Early Childhood Centers	Number of Physical Restraints
J.R. McIlvaine	-
<b>Elementary Schools</b>	
W. Reily Brown	-
Allen Frear	-
Kent Elementary ILC	121
W.B. Simpson	-
Star Hill	-
Nellie H. Stokes	-
George S. Welch	-
<b>Middle Schools</b>	
Dover Air Base	-
Fred Fifer III	-
F. Niel Postlethwait	-
<b>High Schools</b>	
Caesar Rodney	-
<b>Special Schools</b>	
John S. Charlton	-
<b>Total Physical Restraints</b>	152
<b>Total Number of Students</b>	63

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	32
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	18
<b>Total</b>	63

Age Range	Number of Students Restrained
3-5	-
6-8	23
9-11	-
12-14	19
15-17	-
18-21	-
<b>Total</b>	63

Gender	Number of Students Restrained
Male	47
Female	16
<b>Total</b>	63

Disability Category	Number of Students Restrained
Regular Education Students	18
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	19
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	63

### Capital School District

Elementary Schools	Number of Physical Restraints
East Dover	39
Fairview	-
Hartly	-
North Dover	-
South Dover	-
Towne Point	-
Booker T. Washington	18
Middle Schools	
Central	-
William Henry	-
High Schools	
Dover	-
Special Schools	
Kent County Community School	16
Kent County Secondary ILC	-
<b>Total Physical Restraints</b>	<b>114</b>
<b>Total Number of Students</b>	<b>54</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	28
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	22
<b>Total</b>	<b>54</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	19
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>54</b>

Gender	Number of Students Restrained
Male	42
Female	-
<b>Total</b>	<b>54</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>54</b>

### Lake Forest School District

Early Childhood Centers	Number of Physical Restraints
Delaware	-
Elementary Schools	
Central	-
East	-
North	-
South	-
Middle Schools	
W.T. Chipman	-
High Schools	
Lake Forest	-
<b>Total Physical Restraints</b>	<b>20</b>
<b>Total Number of Students</b>	<b>14</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>14</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>14</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>14</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>14</b>

### Milford School District

Early Childhood Centers	Number of Physical Restraints
Evelyn I. Morris	29
<b>Elementary Schools</b>	
Benjamin Banneker	-
Misphillion	21
Lulu M. Ross	37
<b>Middle Schools</b>	
Milford Central Academy	-
<b>High Schools</b>	
Milford	-
<b>Special Schools</b>	
Milford ILC	-
<b>Total Physical Restraints</b>	101
<b>Total Number of Students</b>	24

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	24

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	24

Gender	Number of Students Restrained
Male	20
Female	-
<b>Total</b>	24

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	24

**PolyTech School District**

High Schools	Number of Physical Restraints
Polytech	-
<b>Total Physical Restraints</b>	<b>3</b>
<b>Total Number of Students</b>	<b>3</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>3</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>3</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>3</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>3</b>

### Smyrna School District

Elementary	Number of Physical Restraints
Clayton	-
North Smyrna	-
Smyrna	-
Sunnyside	-
Middle Schools	
Clayton Intermediate	-
John Bassett Moore	-
Smyrna	-
High Schools	
Smyrna	-
Total Physical Restraints	22
Total Number of Students	12

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	12

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	12

Gender	Number of Students Restrained
Male	-
Female	-
Total	12

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	12

## Sussex County

### Cape Henlopen School District

Elementary Schools	Number of Physical Restraints
H.O. Brittingham	-
Love Creek	-
Milton	-
Rehoboth	-
Richard A. Shields	-
Middle Schools	
Beacon	-
Mariner	-
High Schools	
Cape Henlopen	-
Special School	
Cape Henlopen District Off.	-
Sussex Consortium	141
<b>Total Physical Restraints</b>	<b>166</b>
<b>Total Number of Students</b>	<b>65</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	18
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	38
<b>Total</b>	<b>65</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	27
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>65</b>

Gender	Number of Students Restrained
Male	53
Female	-
<b>Total</b>	<b>65</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	35
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
1600 (Preschool Speech Delay)	-
<b>Total</b>	<b>65</b>

### Delmar School District

Middle Schools	Number of Physical Restraints
Delmar	-
High Schools	
Delmar	-
<b>Total Physical Restraints</b>	<b>1</b>
<b>Total Number of Students</b>	<b>1</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>1</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>1</b>

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	<b>1</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>1</b>

### Indian River School District

Elementary Schools	Number of Physical Restraints
John M. Clayton	-
East Millsboro	-
Georgetown	25
Georgetown Kindergarten Center	-
Long Neck	-
Lord Baltimore	-
North Georgetown	-
Phillip C. Showell	-
Middle Schools	
Georgetown	-
Millsboro	-
Selbyville	-
High Schools	
Indian River	-
Sussex Central	-
Southern Delaware School for the Arts	-
Special Schools	
Carver Academy	137
Howard T. Ennis	19
<b>Total Physical Restraints</b>	<b>223</b>
<b>Total Number of Students</b>	<b>61</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	30
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	22
<b>Total</b>	<b>61</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	18
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>61</b>

Gender	Number of Students Restrained
Male	46
Female	-
<b>Total</b>	<b>61</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	21
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>61</b>

**Laurel School District**

<b>Elementary Schools</b>	<b>Number of Physical Restraints</b>
Paul Laurence Dunbar	-
North Laurel	-
<b>Middle Schools</b>	
Laurel	-
<b>High Schools</b>	
Laurel Senior	-
<b>Total Physical Restraints</b>	<b>1</b>
<b>Total Number of Students</b>	<b>1</b>

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	<b>1</b>

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	<b>1</b>

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	-
Female	-
<b>Total</b>	<b>1</b>

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>1</b>

### Seaford School District

Elementary	Number of Physical Restraints
Blades	-
Frederick Douglass	72
Central	-
West Seaford	-
Middle Schools	
Seaford	-
High Schools	
Seaford	-
Total Physical Restraints	92
Total Number of Students	24

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	19
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
Total	24

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
Total	24

Gender	Number of Students Restrained
Male	19
Female	-
Total	24

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
Total	24

**Sussex Technical School District**

<b>High Schools</b>	<b>Number of Physical Restraints</b>
Sussex Technical	-
<b>Total Physical Restraints</b>	1
<b>Total Number of Students</b>	1

<b>Race and Ethnicity</b>	<b>Number of Students Restrained</b>
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	1

<b>Age Range</b>	<b>Number of Students Restrained</b>
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	1

<b>Gender</b>	<b>Number of Students Restrained</b>
Male	-
Female	-
<b>Total</b>	1

<b>Disability Category</b>	<b>Number of Students Restrained</b>
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	1

**Woodbridge School District**

Early Childhood Center	Number of Physical Restraints
Woodbridge	-
<b>Elementary</b>	
Phillis Wheatley	-
<b>Middle</b>	
Woodbridge	-
<b>High</b>	
Woodbridge	-
<b>Total Physical Restraints</b>	11
<b>Total Number of Students</b>	11

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	11

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	11

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	11

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	11

## Charter Schools

Charter Schools	Number of Physical Restraints
Academy of Dover	-
Antonia Alonso	-
Las Americas ASPIRA Academy	-
Campus Community	-
Delaware Academy of Public Safety and Security	-
Delaware Design-Lab High	-
Delaware Military Academy	-
Early College High School	-
East Side Charter	-
Family Foundations Academy	-
First State Military Academy	-
First State Montessori	-
Freire Charter School Wilmington	-
Gateway Lab School	-
Great Oaks Charter School	-
Kuumba Academy	-
M.O.T. Charter	-
Charter School of New Castle	-
Newark Charter	-
Odyssey Charter	-
Positive Outcomes Charter	-
Prestige Academy	-
Providence Creek Academy	-
Sussex Academy	-
Thomas A. Edison Charter	-
Charter School of Wilmington	-
<b>Total Physical Restraints</b>	19
<b>Total Number of Students</b>	14

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	-
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	-
<b>Total</b>	14

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	-
15-17	-
18-21	-
<b>Total</b>	14

Gender	Number of Students Restrained
Male	-
Female	-
<b>Total</b>	14

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	-
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	14

## Private Placement

Program	Number of Physical Restraints
In-state	157
Out-of-state	209
<b>Total Physical Restraints</b>	<b>366</b>
<b>Total Number of Students</b>	<b>53</b>

Race and Ethnicity	Number of Students Restrained
Two or More Races	-
Black or African American	22
American Indian/Alaskan Native	-
Asian	-
Hawaiian/Pacific Islander	-
Hispanic	-
White	23
<b>Total</b>	<b>53</b>

Age Range	Number of Students Restrained
3-5	-
6-8	-
9-11	-
12-14	19
15-17	-
18-21	-
<b>Total</b>	<b>53</b>

Gender	Number of Students Restrained
Male	47
Female	-
<b>Total</b>	<b>53</b>

Disability Category	Number of Students Restrained
Regular Education Students	-
100 (Mild Intellectual Disability)	-
200 (Emotional Disability)	27
300 (Learning Disability)	-
400 (Moderate Intellectual Disability)	-
500 (Severe Intellectual Disability)	-
601 (Other Health Impairment)	-
700 (Hearing Impairment)	-
1000 (Autism)	-
1100 (Deaf - Blind)	-
1200 (Speech and/or Language Impairment)	-
1300 (Traumatic Brain Injury)	-
1400 (Developmental Delay)	-
<b>Total</b>	<b>53</b>

## Appendix B

### Unduplicated Counts of Student Restraints Disaggregated by Subgroup

**Table 1. Race and Ethnicity**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Two or More Races	36	5%	51	6%	45	5%
Black or African American	355	49%	439	50%	439	52%
American Indian/Alaskan Native	-	<5%	-	<5%	-	<5%
Asian/Pacific Islander	-	<5%	-	<5%	-	<5%
Hispanic	59	8%	98	11%	77	9%
White	267	37%	283	32%	278	33%
<b>Total</b>	<b>727</b>	<b>100%</b>	<b>880</b>	<b>100%</b>	<b>849</b>	<b>100%</b>

**Graph 1. Race and Ethnicity**

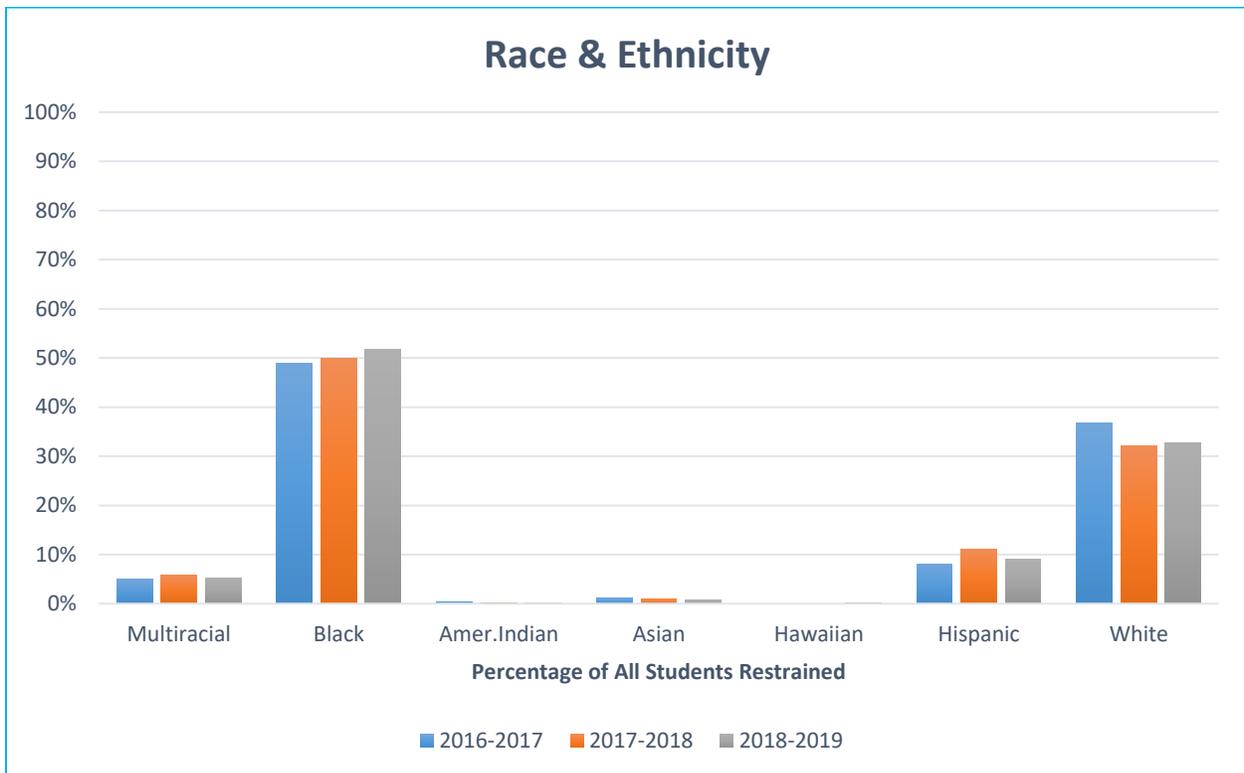


Table and Graph 1 display the race/ethnicity of students who received restraint procedures. There has been a 3% cumulative increase over the last three years of the number of Black or African American students requiring physical restraint intervention in relation to the other demographic categories. Other racial/ethnic groups have remained relatively stable or fluctuated too much from year-to-year to showcase a pattern.

**Table 2. Gender**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Male	590	81%	709	81%	691	81%
Female	137	19%	171	19%	158	19%
<b>Total</b>	<b>727</b>	<b>100%</b>	<b>880</b>	<b>100%</b>	<b>849</b>	<b>100%</b>

**Graph 2. Gender**

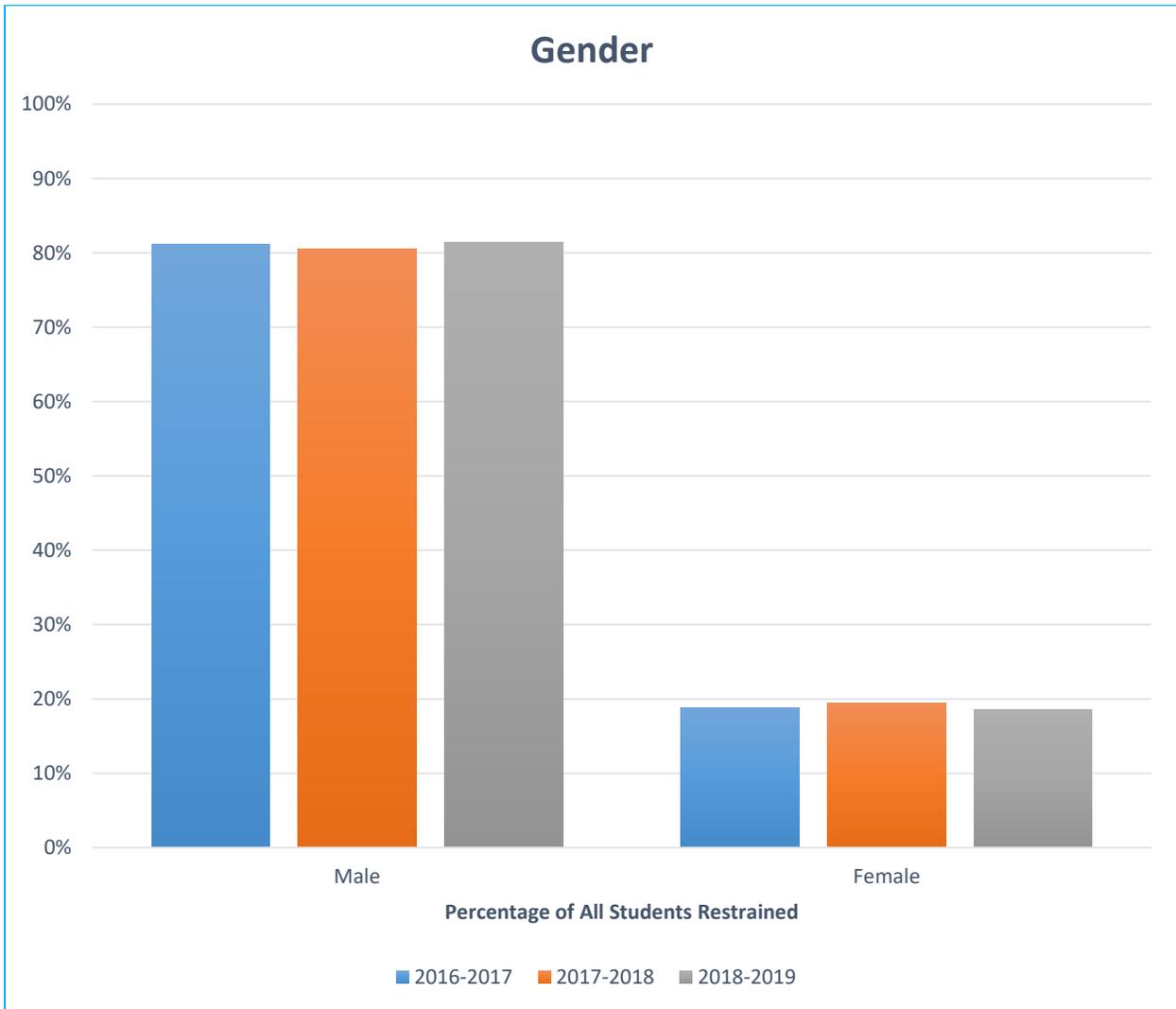


Table and Graph 2 display the reported gender of all students who received restraint procedures. There has been little change in these demographics.

**Table 3. Age**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
3-5	57	8%	55	6%	29	<5%
6-8	228	32%	282	32%	248	29%
9-11	184	25%	227	26%	250	29%
12-14	124	17%	154	18%	167	20%
15-17	97	13%	125	14%	104	12%
18-21	37	5%	37	<5%	51	6%
<b>Total</b>	<b>727</b>	<b>100%</b>	<b>880</b>	<b>100%</b>	<b>849</b>	<b>100%</b>

**Graph 3. Age**

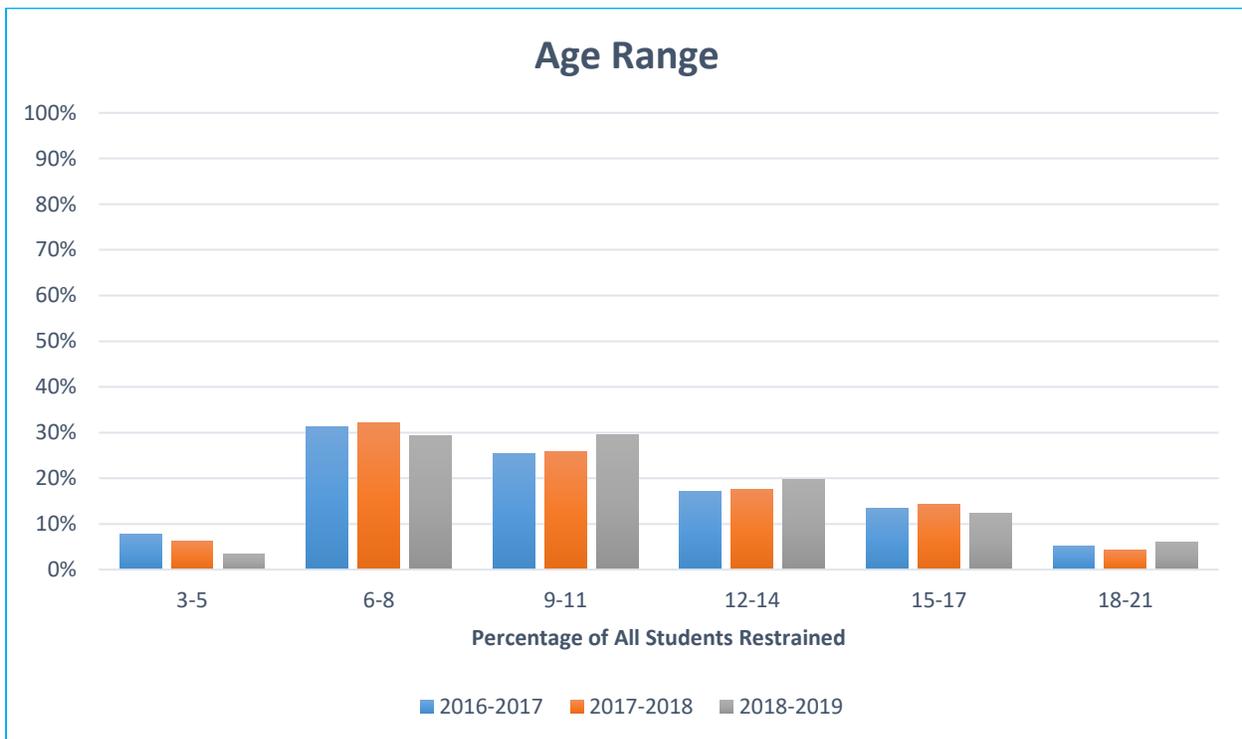


Table and Graph 3 display the age ranges of all students who were restrained. There has been a cumulative decrease of 5% for the 3-5 age group over the previous three years. There has been a cumulative increase of 3% for both the 9-11 and 12-14 age groups over the previous three years. The other age groups have fluctuated too much to showcase a pattern.

**Table 4. Disability Category**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Regular Education Students	156	22%	180	20%	185	22%
100 (Mild Intellectual Disability)	25	<5%	31	<5%	19	<5%
200 (Emotional Disturbance)	133	18%	189	21%	209	25%
300 (Learning Disability)	41	6%	60	7%	46	5%
400 (Moderate Intellectual Disability)	26	<5%	24	<5%	21	<5%
500 (Severe Intellectual Disability)	-	<5%	-	<5%	-	<5%
601 (Other Health Impairment)	76	11%	92	10%	85	10%
700 (Hearing Impairment)	-	<5%	-	<5%	-	<5%
1000 (Autism)	201	28%	221	25%	213	25%
1100 (Deaf Blind)	-	<5%	-	<5%	-	<5%
1200 (Speech and/or Language Impairment)	-	<5%	-	<5%	-	<5%
1300 (Traumatic Brain Injury)	-	<5%	-	<5%	-	<5%
1400 (Developmental Delay)	49	7%	72	8%	61	7%
1600 (Preschool Speech Delay)	-	<5%	-	<5%	-	<5%
Not Reported (N/R)	N/R	N/R	N/R	N/R	1	<5%
<b>Total</b>	<b>727</b>	<b>100%</b>	<b>880</b>	<b>100%</b>	<b>849</b>	<b>100%</b>

**Graph 4. Disability Category**

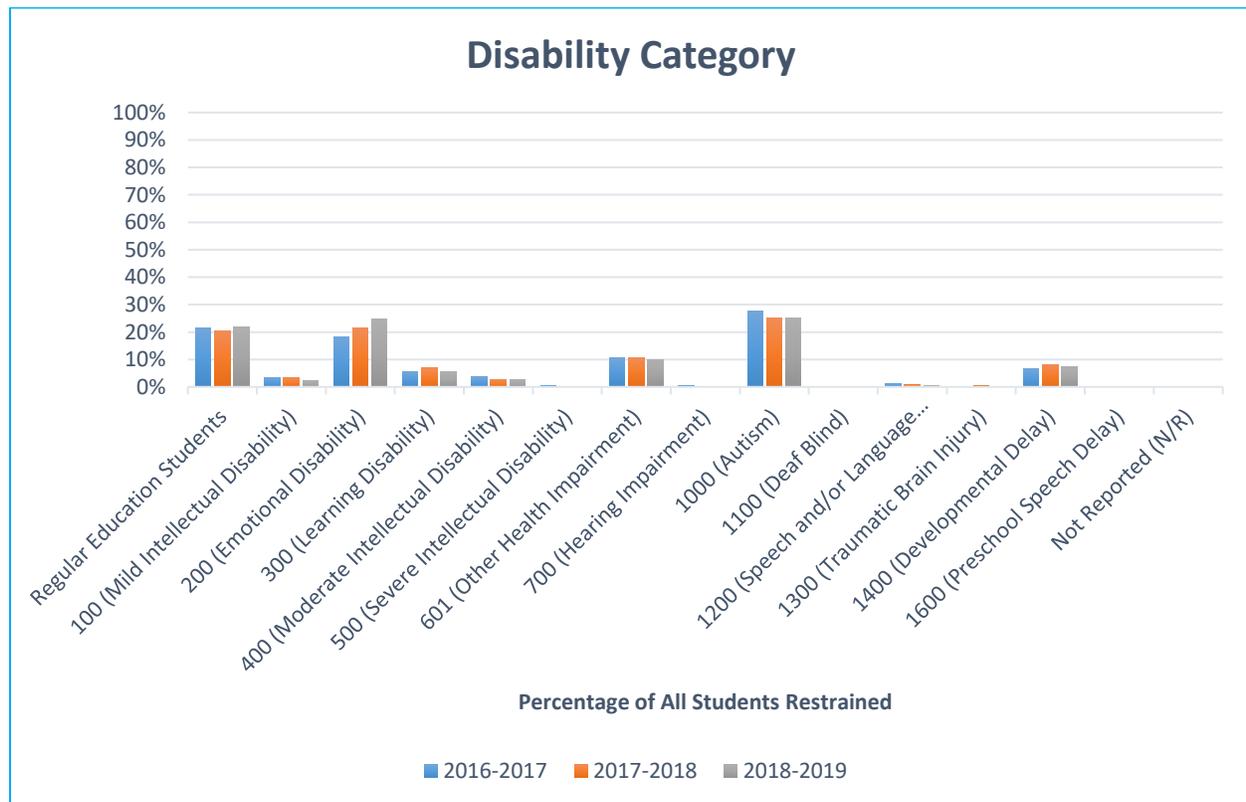


Table and Graph 4 display the number of students restrained that were regular education students, as well as the number of students within each special education disability category. There has been a cumulative increase of 7% in the 200 (Emotional Disturbance) disability category. The other categories have fluctuated too much to showcase a pattern.

## Total Number of Reported Incidents of Student Physical Restraint

**Table 5. Reason for Physical Restraint**

Imminent Risk of Harm to:	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
Others	658	22%	711	27%	675	23%
Self and Others	1948	65%	1621	60%	1961	68%
Self	400	13%	348	13%	265	9%
<b>Total</b>	<b>3006</b>	<b>100%</b>	<b>2680</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>

**Graph 5. Reason for Physical Restraint**

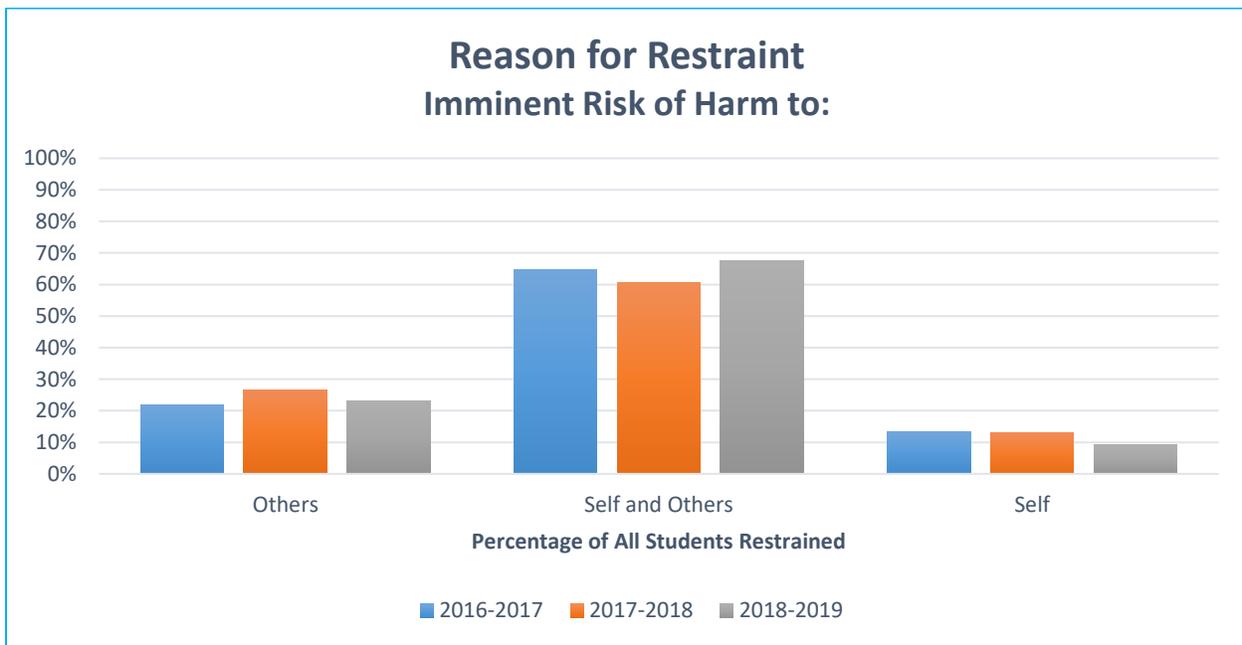


Table and Graph 5 display the reason for which physical restraint was a necessary intervention. The reason for using physical restraint remained higher when the student’s behavior posed an imminent risk of harm to both the student and others across all reporting years.

**Table 6. Physical Restraint Duration**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
≤ 2 minutes	1124	37%	1042	39%	1022	35%
3-5 minutes	801	27%	784	29%	768	26%
6 – 9 minutes	268	9%	242	9%	286	10%
≥ 10 minutes	728	24%	610	23%	735	25%
Not Reported (N/R)	85	3%	2	0%	90	3%
<b>Total</b>	<b>3006</b>	<b>100%</b>	<b>2680</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>

**Graph 6. Physical Restraint Duration**

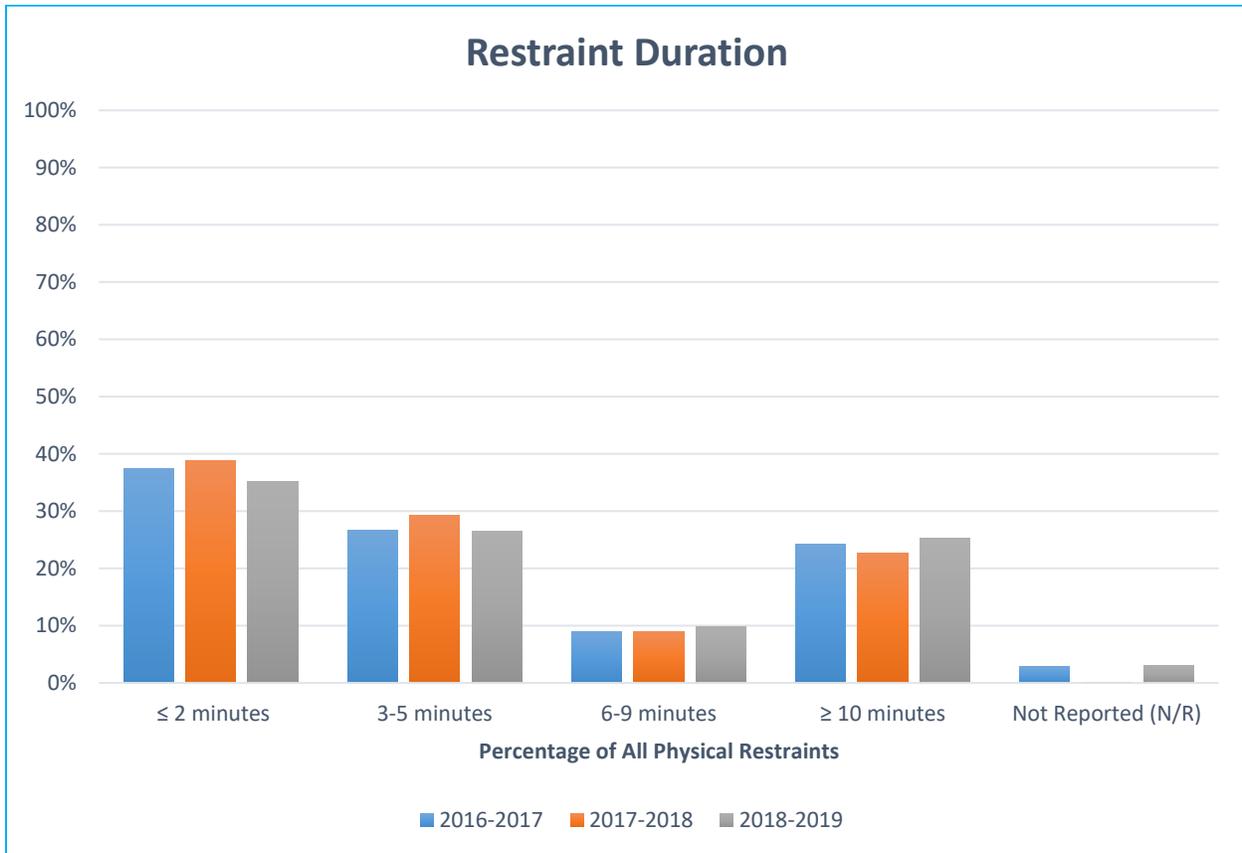


Table and Graph 6 display the duration of all physical restraints. The majority of physical restraints were less than or equal to 5 minutes across all reporting years.

**Table 7. Time of Day**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
AM	1583	53%	1397	52%	1496	52%
PM	1420	47%	1283	48%	1398	48%
Not Reported (N/R)	3	0%	0	0%	7	0%
<b>Total</b>	<b>3006</b>	<b>100%</b>	<b>2680</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>

**Graph 7. Time of Day**

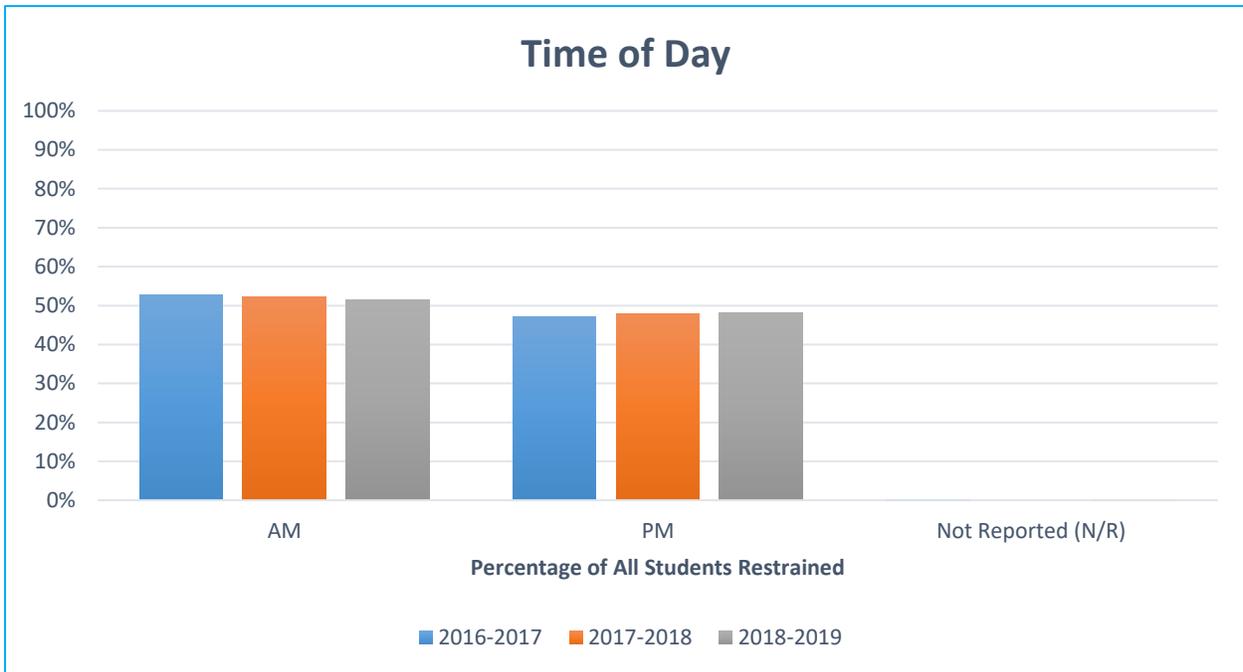


Table and Graph 7 display the number, as well as the percentage of physical restraints that occurred in the morning and in the afternoon and evening. There has been little change in these statistics.

**Table 8. Physical Restraints Per Month**

	2016-2017		2017-2018		2018-2019	
	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained	# of Students Restrained	% of All Students Restrained
July	81	3%	89	3%	64	2%
August	75	3%	75	3%	38	1%
September	308	10%	386	14%	364	13%
October	324	11%	402	15%	421	15%
November	254	8%	296	11%	237	8%
December	284	9%	235	9%	203	7%
January	347	12%	228	9%	268	9%
February	360	12%	229	9%	305	11%
March	348	11%	224	8%	365	13%
April	217	7%	208	8%	246	8%
May	294	10%	253	9%	310	11%
June	114	4%	55	2%	80	3%
<b>Total</b>	<b>3006</b>	<b>100%</b>	<b>2680</b>	<b>100%</b>	<b>2901</b>	<b>100%</b>

**Graph 8. Physical Restraints Per Month**



Table and Graph 8 display the number of physical restraints that occurred during each month.